

# North Dakota State Health Standards and DESSA Crosswalk

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North Dakota's Department of Public Instruction outlines social emotional learning competencies and indicators and health education content standards for students in kindergarten to grade 12 that align with CASEL's framework for social and emotional competence. Schools and districts might consider using the DESSA to measure student skills in these areas. The DESSA is a standardized, norm-referenced behavior rating scale that assesses the social and emotional competencies of students in kindergarten to grade 12. It can be completed by teachers, guardians, and out of school time staff in about 5-8 minutes. The DESSA is strength-based; the items focus on positive social and emotional skills. The DESSA can be used to inform how a student is progressing with their social and emotional development. This crosswalk outlines the overlap between Aperture's competencies measured by the DESSA and North Dakota's social emotional learning competencies and indicators and standards in health education.

## **The DESSA is organized into subscales that provide information about eight social and emotional competencies. These competencies include:**

1. **Self-awareness:** a child's realistic understanding of their strengths and limitations and consistent desire for self-improvement;
2. **Social-awareness:** a child's capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes their impact on them, and uses cooperation and tolerance in social situations;
3. **Self-management:** a child's success in controlling their emotions and behaviors, to complete a task or succeed in a new or challenging situation;
4. **Goal-directed behavior:** a child's initiation of and persistence in completing tasks of varying difficulty;
5. **Relationship skills:** a child's consistent performance of socially acceptable actions that promote and maintain positive connections with others;
6. **Personal responsibility:** a child's tendency to be careful and reliable in their actions and in contributing to group efforts;
7. **Decision making:** an approach to problem solving that involves learning from others and from their previous experiences, using values to guide action, and accepting responsibility for decisions;
8. **Optimistic thinking:** an attitude of confidence, hopefulness, and positive thinking regarding themselves and their life situations in the past, present, and future.

**Table 1. Overview of Alignment of Aperture’s Competencies to North Dakota’s Social Emotional Competencies and Indicators.**

Note. SA = Self-Awareness, SM = Self-Management, SO = Social Awareness, RS = Relationship Skills, DM = Decision-Making, GB = Goal-Directed Behavior, PR = Personal Responsibility, OT = Optimistic Thinking. This table uses the indicators outlined for students in grades 3 to 5; however, the alignment is consistent for all grade bands.

Competency	Definition	SA	SM	SO	RS	DM	GB	PR	OT
Self-Awareness	Describe a variety of emotions and understand how emotions are linked to behavior.	X	X						
	Describe interests to pursue and skills to develop.	X					X		X
	Develop a growth mindset for rigorous situations.	X					X		X
	Describe an activity or task in which help is needed to be successful	X		X		X			

Competency	Definition	SA	SM	SO	RS	DM	GB	PR	OT
Self-Management	Apply self-monitoring strategies to regulate emotions.		X			X			
	Identify personal stressors.	X	X			X			
	Display consistent behaviors to meet personal responsibilities.		X					X	
	Identify internal and/or external motivating factors in a variety of situations.		X	X				X	
	Apply a goal setting process to work toward goal achievement (e.g. SMART).		X			X	X		
	Identify strategies for planning, prioritizing and managing time.		X				X		X

Competency	Definition	SA	SM	SO	RS	DM	GB	PR	OT
Social Awareness	Demonstrate appropriate strategies to ask for help in a variety of situations.		X	X		X			
	Describe feelings and perspectives of others.			X	X				
	Differentiate between static and dynamic personal characteristics and accept static characteristics.			X	X	X			
	Demonstrate strategies for working and playing effectively with others.			X	X	X			

Competency	Definition	SA	SM	SO	RS	DM	GB	PR	OT
Relationship Skills	Demonstrate non-verbal etiquette to foster better communication (e.g. looking and leaning, etc.).		X	X	X				
	Analyze social situations at home, school and in the community (e.g. family meal time, free play, extracurricular activities, dances, diverse peer groups, etc.).			X	X				
	Demonstrate appropriate strategies for providing and receiving feedback to promote group effectiveness.		X	X	X				
	Recognize and respond to social cues in a manner that builds and maintains healthy relationships.		X	X	X				
	Differentiate between conflict and bullying.			X	X	X			

Competency	Definition	SA	SM	SO	RS	DM	GB	PR	OT
Responsible Decision-Making	Identify problems in a variety of situations.			X		X		X	
	Apply strategies to appropriately solve problems.					X		X	
	Utilize refusal skills.		X			X		X	
	Compare and contrast the potential outcomes of engaging in safe and risky behaviors.					X		X	
	Demonstrate personal responsibility for decisions.		X			X		X	

**Table 2. Alignment of Aperture’s Competencies to North Dakota’s Standards in Health Education**

Note. SA = Self-Awareness, SM = Self-Management, SO = Social Awareness, RS = Relationship Skills, DM = Decision-Making, GB = Goal-Directed Behavior, PR = Personal Responsibility, OT = Optimistic Thinking. The alignment outlined below generally applies across all grade bands.

Standard	Definition	SA	SM	SO	RS	DM	GB	PR	OT
<b>Standard 1</b>	Understand concepts related to human growth and development, health promotion, disease prevention.	X	X					X	
<b>Standard 2</b>	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.			X	X	X			
<b>Standard 3</b>	Demonstrate the ability to access valid health information, products, and services.					X		X	
<b>Standard 4</b>	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		X	X	X				
<b>Standard 5</b>	Demonstrate the ability to use decision-making skills to enhance health and avoid or reduce health risks.					X		X	
<b>Standard 6</b>	Demonstrate the ability to use goal-setting skills to enhance health and avoid or reduce health risks.						X		X
<b>Standard 7</b>	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks	X	X						
<b>Standard 8</b>	Demonstrate the ability to advocate for personal, family, and community health.		X	X		X			



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Aperture Education empowers over 3,000 schools and out-of-school-time programs across North America to measure, strengthen, and support social and emotional competence in K-12 youth and educators. This system enables education leaders to make strategic, data-based decisions about SEL within their organizations. The Aperture system includes the DESSA suite of strength-based assessments, CASEL-aligned intervention strategies, and robust reporting, all in one easy-to-use digital platform. Aperture has supported over one million students in their social and emotional growth and continues to develop innovative solutions to bring the whole child into focus. To learn more, visit [www.ApertureEd.com](http://www.ApertureEd.com).